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ABSTRACT

An annotated bibliography of articles, dissertations, papers, and books written since 1983 on the teaching of composition to students of English-as-a-Second-Language contains 84 citations. The list includes ERIC document numbers and Dissertation Abstracts numbers. (MSE)

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ESL/EFL COMPOSITION: A SELECTED ANNOTATED BIBLIOGRAPHY

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ESL/EFL Composition:
A Selected Annotated Bibliography

Writing has attracted more and more attention from teachers and researchers of English as a second/foreign language in recent years. Researches on all aspects of ESL/EFL writing have been emerging in large numbers, leading to a better understanding of the special problems of teaching writing to non-native speakers of English. This bibliography includes a selection of titles published since 1983, with detailed annotations, to provide a quick, informative look at the latest contributions to the field.

Adams, Katherine, & Adams, John. (1985). Write, read and edit! ESL theory in the basic writing curriculum. Writing Instructor, 4(3), 116-122.

Examines Stephen Krashen's recent research on second language acquisition and shows how it applies to developmental native English-speaking students. It also discusses some successful strategies, such as small group activities, to use in basic writing instruction.

Aghbar, Ali A. (1984). Guided impressionistic scoring of ESL compositions. WATESOL working papers, No. 1. [ED 242 195] 16p.

Describes an ESL composition scoring method--a modification of Virginia Pritchard's method of impressionistic scoring. The procedure is detailed and the results of a correlational study reported. The method is found to be both reliable and time-efficient.

Aghbar, Ali A., & Trump, Kathy. (1985). When theory and intuition meet: An approach to composition instruction. WATESOL working papers, No. 2. [ED 267 587] 21p.

Discusses, in a dialogue format, the essential aspects of writing and writing instruction with reference to second language acquisition, composition theory and personal experiences.

Suggests ways to quiet the conscious self, use the monitor optimally, overcome the writer's block, write to discover, learn to write through writing rather than learn about writing, and practice writing in non-judgmental situations.

Al-jabr, Abdulfattah Mohammad. (1987). Cohesion in text differentiation: A study of English and Arabic. Dissertation Abstracts International, 49, 09. (University Microfilm Order No. BRDX80343).

Finds that fictional narratives largely cohere through pronominal co-reference, editorials and science texts derive much cohesion from lexical repetition. English opts for economy in the use of cohesive devices, while arabic largely coheres through the redundant effect created by the high frequency of most of those devices.

Anakasiri, S. (1987). Indicators of quality in second language written communication. Dissertation Abstracts International, 48, 03A. (University Microfilms No. 87-12, 840).

Finds that better quality essays had more subordinates per T-unit, more reference and substitution cohesives, and fewer global errors.

Elshushabi, Muhammad Attia Hasan. (1988). Substitution and lexical cohesion in the editorial argumentative discourse of Arabic and American English. Dissertation Abstracts International, 49, 07. (University Microfilm Order No. DA 8817559).

Finds that the cohesive devices of synonym and pronominalization occur with a higher frequency in Arabic than American English whereas contrastives and semantic domains occur with a greater frequency in American English than Arabic.

Basham, Charlotte, & Rounds, Pat. (1984). A discourse analysis approach to summary writing. TESOL Quarterly, 18(3), 527.

Reports on a study on summary writing by advanced ESL students. The summaries and the primary texts are compared, using a system of discourse analysis proposed by Kintsch and van Dijk. Problems are identified, and cultural causes of these problems

discussed.

Beene, Lynn, Hall, Chris, and Sunde, Karen. (1985). Text linguistics and composition: Research and practical connections. Urbana, IL: RIE/ERIC. [ED 272 863] 72p.

Examines what text linguistics is, what it can contribute to composition theory, and how insights from text linguistic studies can be applied. Two specific applications of theories from text linguistics are presented: one using Grice's Cooperative Principle and the other applying schema theory.

Boss, Roberta. (1985). Play on words: Teaching sentence expansion and modification by computer. WATESOL working papers, No. 2. [ED 267 589] 7p.

Reports on a study that uses sentence-expansion for college-level remedial English, treating writing as a process of problem-solving through experimentation. Students expand a two-sentence story by experimenting with different alternatives. A teacher-authored microcoputer word-play program can be used to facilitate on-screen comparison of alternative sentence structures and provide animated words and special graphics.

Clarke, Mark A. (1984). On the nature of techniques: What do we owe the gurus? TESOL Quarterly, 18(4), 577-594.

Describes "the blackboard composition," a technique for teaching ESL writing, and uses it as the basis for a discussion of the complex, dynamic, variable nature of technique. Then the author traces his teaching behaviors to five gurus (R. B. Kaplan, Francis Christensen, Daniel Fader, Donald Murray, and Earl W. Stevick). Finally he discusses the relationship between the prescriptions of gurus and the classroom behaviors of teachers: the gurus' teachings are important, but the classroom teacher is the only person who is in a position to take advantage of those teachings and select the appropriate moment to apply them.

Clarke, William G. (1986). The ESL student in the freshman composition class. Teaching English in the

Two-Year College, 13(1), 12-19.

Claims that, to help ESL students in the composition class, the instructor has to understand the process by which they acquire English as a second language, avoid underestimating their control of English, and provide a secure, comfortable environment for learning to write.

Connor, Ulla. (1987). Research frontiers in writing analysis. TESOL Quarterly, 21(4), 677-696.

Describes recent advances in writing analysis. Claims that text analysis of written products, complementing process-centered research, is needed for an integrated theory of writing. Reviews sentence-based and process-based empirical studies in writing analysis, and examines relevant pedagogical implications.

Cook, Marjorie Leona. (1988). The validity of the contrastive rhetoric hypothesis as it relates to Spanish-speaking advanced ESL students. Dissertation Abstracts International, 49, 09. (University Microfilm Order No. DA 8826125).

Claims that results of paragraph structure analyses and analyses of students' use of overall organizing structure indicated that Kaplan's hypothesis that writing by Spanish-speaking people is digressive does not hold.

Cumming, Alister. (1984). Simulation or reality? A group project in writing. Carleton papers in applied language studies, Vol. 1. [ED 264 726] 12p.

Reports on a study that uses a fictitious administrative letter, as an assignment, requesting ESL students to form a committee to prepare a joint report on the university's contribution to the community. The students had to compile data, deliver oral reports, write the research report, revise drafts, document sources, and do peer editing. They held class meetings to outline strategies, discuss problems and methodology, and give progress reports.

Cumming, Alister. (1985). Responding to the writing of

ESL students. Highway One, 8(1-2), 58-78.

Analyzes the responses of 10 experienced teachers to an essay written by an ESL student, finding that most teachers continue to mark only surface errors.

Dunbar, Shirley. (1985). CAI and English composition for the multi-cultural/lingual student. Paper presented at the 20th Annual Meeting of the Northeast Regional Conference on English in the Two-Year College, Portland, ME. [ED 268 525] 8p.

Reports on an ESL program at Bunker Hill Community College, MA, which uses CAI (computer assisted instruction) to teach students to like to write and deals with the tedious process of rewriting and editing. Using "Volkswriter" software, a series of steps was designed to help students write paragraphs on IBM personal computers. Students spend three hours in the classroom plus two hours in the computer lab each week. They are also required to improve their skills at recognizing sentence errors, improving their vocabulary, and developing reading skills.

Gibson, Deborah. (1986). A student-centered writing curriculum. TESL Canada Journal, spec. iss. 1, 255-265.

Describes a student-centered noncredit writing course for ESL students. It consists of a series of composition assignments with topics determined by class interests and length determined by the student. The students do prewriting activities, drafting, peer critiquing, and rewriting. The instructor reads the papers, noting successes and problems as well as grammatical errors.

Green, Peter S., & Karlheinz. (1985). Native and non-native evaluation of learners' errors in written discourse. System, 13(2), 77-97.

Reports on a project that administered a communicative writing task to German school learners of English and native English pupils. Students' papers were assessed by their respective teachers. The researchers compared the German students' performance and their teachers' assessments with the English students' performance and their

teachers' assessments. They raised questions about the appropriate performance model for communicative tasks and the role of usage in teacher assessments.

Greenberg, Karen L. (1986). The development and validation of the TOEFL writing test: A discussion of TOEFL research reports 15 and 19. TESOL Quarterly, 20(3), 531-544.

Claims that the strategies and measures used to develop the TOEFL writing test are sound and comprehensive, resulting in deciding upon two writing tasks for testing (comparison/contrast, with a defense of a position, and description and interpretation of a graph or chart) on the basis of surveys of faculty and administrators. Although the author has doubts about the two tests' validity as alternate forms of the test, he believes that the prototype tests are far sounder than many other writing tests. Moreover, the two research reports represent a major contribution to the field of writing assessment.

Gregg, Joan. (1986). A reader reacts: a comment on Bernard A. Mohan and Winnie Au-yeung Lo's "Academic writing and Chinese students: Transfer and developmental factors." TESOL Quarterly, 20(2), 354-358.

Argues that Mohan and Lo should not have dismissed traditional conventions of writing in Chinese as a significant source of interference in the expository prose of Chinese ESL students. The value system of Chinese society and the linguistic characteristics of the Chinese language shape a culture-specific expository style--nonpejorative, imitative, inculcative, and indirective.

Halsall, Sharon Weber. (1986). An ethnographic account of the composing behaviors of five young bilingual children. Paper presented at the 67th Annual Meeting of the American Educational Research Association, San Francisco, CA. [ED 273 967] 35p.

Reports on an ethnographic study of bilingual children's composing behaviors. The researcher observed 5 bilingual students in kindergarten through third grade for 145 hours, conducted formal and informal interviews, and analyzed their

descriptions of what occurred in their day-to-day environment. She identified 12 composing behaviors, three of which--reading back, asking confirmation questions, and concealing writing--were found to be specific to bilingual students.

Hanania, Edith, & Shikhani, May. (1986). Interrelationships among three tests of language proficiency: Standardized ESL, cloze, and writing. TESOL Quarterly, 20(1), 97-109.

Reports on three tests (cloze, AUB test, and composition) administered to 1,572 students. The scores, along with information on student background, were computerized for data analysis using the SPSS program. Results showed that a combination of cloze test and AUB test improved the predictability of language ability as indicated by writing scores. The combination of any two of the three tests improved the predictability of the third. Furthermore, the cloze and writing tests appeared to measure in common some aspects of language ability beyond those that they share with the AUB test.

Harris, David P. (1983). The organizational patterns of adult ESL student narratives: Report of a pilot study. Paper presented at the 17th Annual Convention of TESOL, Toronto, Canada. [ED 275 150] 10p.

Reports on a study in which a group of adult native speakers of English and a group of adult ESL students wrote brief narrative accounts of a story they had seen on film. A comparison of the organizational patterns of their writings indicates that the writings of native speakers clearly covered the six critical elements of the short story, whereas some of the ESL students omitted opening scene-setting elements.

Heath, Robert W. (1985). Teaching information sequence in scientific writing to primary ESL students in Singapore. Paper presented at a regional seminar of the SEAMEO Regional Language Center, Singapore. [ED 262 602] 17p.

Suggests methods for teaching information organization: (1) Brainstorming followed by

reorganization; (2) a study of reading passages leading to parallel writing; and (3) constructing matrices for discourse organization.

Herrmann, Andrea W. (1985). Word processing in the ESL class: Integrating reading, writing, listening, and speaking skills. Paper presented at the Annual Meeting of the Modern Language Association, Chicago, IL. [ED 274 980] 12p.

Advocates creating a writing workshop atmosphere using computers in the ESL classroom improves the opportunities for integrating all language skills: listening, speaking, reading, and writing. The computer also represents a new way of learning, emphasizing students' problem solving strategies and learning processes.

Homburg, Taco Justus. (1984). Holistic Evaluation of ESL compositions: Can it be validated objectively? TESOL Quarterly, 18(1), 87-107.

Reports on a study that explores the relationship between holistic scoring and objective measures of ESL writing. 30 compositions were randomly selected which had been holistically graded 5 through 7 on a 10-point scale in the Michigan Test of English Language Proficiency. Objective measures of those compositions included length, subordination and relativization, sentence connectors, and number and types of errors. Statistical processing indicated that the objective measures accounted for 84% of the variance of the subjective grades. The article also proposed a funnel model of subjective grading of ESL writing proficiency.

Horning, Alice S. (1987). Teaching writing as a second language. Carbondale IL: Southern Illinois University Press.

Interprets second language acquisition theory and applies it to writing instruction to basic writers. It begins with an attempt to develop a cohesive theory of writing acquisition that incorporates the redundancy of language and facilitates the process of language acquisition. Deals with academic discourse as a separate linguistic system characterized by particular psycholinguistic features, analyzes the behavior of basic writers

with respect to written form, discusses the relevant affective factors, and details S. D. Krashen's proposals for a comprehensive theory of second language acquisition.

Horowitz, Daniel M. (1986). Process, not product: Less than meets the eye. TESOL Quarterly, 20(1), 141-144.

Argues that the process approach fails to prepare students for an essential type of academic writing, that its inductive orientation is suited only to some writers and some academic tasks, that it ignores the fact that other orientations to a situation could be equally successful, and that it gives students a false impression of how university writing is evaluated.

Horowitz, Daniel M. (1986). What professors actually require: Academic tasks for the ESL classroom. TESOL Quarterly, 20(3), 445-462.

Reports on a study on writing assignments at Western Illinois University showed that university. Finds that, generally speaking, the academic writer's task is not to create personal meaning, but to find, organize, and present data according to fairly explicit instructions. Makes a few pedagogical suggestions as to how writing teachers can create tasks which simulate the essential characteristics of real university writing assignments.

Indrasota, C. (1987). A comparison of the written compositions of American and Thai students. Dissertation Abstracts International, 48, 07A. (University Microfilms No. 87-21, 663).

Finds narratives written by Thai students in English were more similar in structure to Thai narratives than to English-language narratives.

Intaraprawat, Puangpen. (1988). Metadiscourse in native English speakers' and ESL students' persuasive essays. Dissertation Abstracts International, 49, 07. (University Microfilm Order No. DA 8818713).

Indicates that the metadiscourse features can be used as an indication of writing proficiency since

the high-rated texts, ESL and NES alike, include more metadiscourse with wider range of features in each type than the low-rated counterparts.

Janopoulos, Michael. (1986). The relationship of pleasure reading and second language writing proficiency. TESOL Quarterly, 20(4), 763-768.

Reports on a study in which 79 international graduate students at Ohio State University in Fall 1985 produced a 1-hour writing sample and completed a questionnaire on time spent on pleasure reading. The researcher conducted a loglinear contingency analysis of the proficiency levels determined on the basis of the writing samples and the amounts of L1 and L2 pleasure reading. The researcher found a positive correlation between writing proficiency and pleasure reading in English, but no significant correlation between total pleasure reading (L1+L2) and L2 writing proficiency.

Johns, Ann M. (1986). Coherence and academic writing: Some definitions and suggestions for teaching. TESOL Quarterly, 20(2), 247-266.

Posits that coherence can be defined as both text-based and reader-based. Therefore, instructors have an obligation to teach coherence comprehensively, taking into account text-based as well as reader-based features. A teaching unit of at least three lessons is suggested on the basis of modern coherence principles: encouraging students to learn, through discussing a fellow student's work, to revise drafts from the "top down," evaluating the thesis in relationship to the prompt and the assertions within the essay and analyzing the information structure intended to guide readers through the text.

Jones, Stan. (1985). Problems with monitor use in second language composing. In Mike Rose (Ed.), When a writer can't write: Studies in writer's block and other composing-process problems(pp. 96-118). New York: Guilford.

Discusses how the use of the monitor affects the writing process: the relation between pausing and monitor use and that between revision and monitor use. Concludes that monitoring is not necessarily

an effective second language strategy.

Jones, Stan, & Tetroe, Jacqaline. (1983). Composing in a second language. In A. Matsuhashi (Ed.), Writing in real time (pp. 34-57). New York: Ablex.

Uses real-time data from think-aloud protocol to compare the planning and goal-setting processes of six adults in their first, proficient language (Spanish) with those in their second, less proficient language (English). Reports findings as to how writing processes transfer from the first to the second language.

Kameen, Patrick T. (1983). Syntactic skill and ESL writing quality. In A. Freeman, I. Pringle, & J. Yalden (Eds.), Learning to write: First language/second language (pp. 162-170). New York: Longman.

Reports on a study at at Syracuse University in which 50 compositions by ESL students were holistically graded and analyzed in terms of length of writing units, incidence of passive voice, types of joining devices between writing units. Statistical analyses indicated a correlation between incidence of certain syntactic factors and holistic scores. T-unit length, mean clause length and incidence of passive voice were found to be indexes of writing quality holistically evaluated. However, number of subordinate clauses and mean incidence of various types of clauses did not correlate with holistic grades.

Kaplan, R. B. (1983). Contrastive rhetorics: Some implications for the writing process. In A. Freeman, I. Pringle, & J. Yalden (Eds.), Learning to write: First language/second language (pp. 139-161). New York: Longman.

Posits that speakers of different languages use different devices to present information, to establish the relationships among ideas, to show the centrality of one idea as opposed to another, to select the most effective means of presentation, to develop topic and realize focus, topic and focus being two principal controlling mechanisms in a discourse.

Kaplan, R. B. (1986). Culture and the written language. In Joyce Merrill Valdes (Ed.), Culture bound: bridging the cultural gap in language teaching (pp. 8-19). Cambridge: Cambridge University Press.

Traces the history of spoken and written language, exploring the impact of the invention of writing and technological developments on the relation between human beings and information and on the structure and content of language. He then indicates a close connection between the culture of a society and the written language it chooses to use, and calls attention to the effect written language and spoken language have on each other.

Kaplan, R. B. (1988). Contrastive rhetoric and second language learning: Notes toward a theory of contrastive rhetoric. In A. C. Purves (Ed.), Writing across languages and cultures: Issues in contrastive rhetoric (pp. 275-304). Beverly Hills, CA: SAGE Publications Inc.

Traces the history of contrastive rhetoric, explains the relationship between contrastive rhetoric and text analysis, enumerates the evidence that contrastive rhetoric examines, and finally suggests pedagogical implications.

Khalil, Aziz. (1985). Communicative error evaluation: Native speakers' evaluation and interpretation of written errors of Arab EFL learners. TESOL Quarterly, 19(2), 335-351.

Reports on study conducted to evaluate the communicative effect of a selected sample of errors in written English made by native Arab learners, by determining the effect of error type (grammatical/semantic) and immediate linguistic context (in and out of context) on two types of measures: evaluation (intelligibility and naturalness) and interpretation. The results indicated that semantically deviant utterances were less intelligible than grammatically deviant utterances, that context did not affect native speakers' ability to interpret the writer's intent, and that there was no association between native speakers' judgments on the two measures of intelligibility and interpretation (comprehension).

Krashen, S. D. (1984). Writing: research, theory, and applications. Oxford: Pergamon Press.

Reviews the literature of research on writing, attempts to present a coherent theory of the acquisition of writing ability, relates this theory to pedagogy, and finally, in an appendix, discusses the research on and instruction of ESL writing.

Lieber, Paula Ellen. (1980). Cohesion in ESL students' expository writing: A descriptive study. Dissertation Abstracts International, 41, 02. (University Microfilms Order No. 8017509).

Finds little change over 14 weeks in the use of different categories of cohesive devices. Students relied most heavily on lexical devices. They also used a considerable number of reference items, and, to a lesser extent, conjunctions. (Developed analysis unit: the functional unit of discourse, or F-unit, comprising the set of clauses and clause equivalents serving an identifiable rhetorical function in written discourse.)

Matalene, Carolyn. (1985). Contrastive rhetoric: An American writing teacher in China. College English, 47(8), 789-808.

Argues that a culture's rhetoric constitutes an interface where the prescriptions of the language meet the practices of the culture. The writing system of the Chinese language mandates memorization as the central process of education, and memory is the most important component of Chinese rhetoric. As the Chinese culture values uniformity and social harmony, to achieve social harmony and to express the views of the group referring to tradition and relying on accepted patterns of expression are the central purposes and practices of Chinese rhetoric. To be indirect in discourse, to expect the audience to infer meaning is a defining characteristic of Chinese rhetoric.

McDaniel, Barbara A. (1985). Rating vs. equity in the evaluation of writing. Paper presented at the 36th Annual Meeting of the Conference on College Composition and Communication, Mineapolis, MN. (ED 260 459) 24p.

Reports on a study analyzed 2,000 essays by ESL and non-ESL students which have been evaluated analytically in three categories: (1) content development and organization, (2) sentences, and (3) words. Results suggested that evaluators of large scale essay tests do not appear to respond in the same way toward essays written by ESL and non-ESL students.

McKay, Sandra. (1983). Some limitations in teaching composition. Paper presented at the 17th Annual Convention of TESOL, Toronto, Canada. [ED 275 151] 9p.

Argues that teaching ESL composition is limited by the degree to which students can be provided knowledge about the writing topic; their information about the expectations of the audiences; the teacher's ability to involve students in the writing process sufficiently to enable them to consciously select methods to suit their writing intentions; and the degree to which students can be encouraged to appreciate self-evaluation.

Mohan, Bernard A. (1986). Response to Gregg: On evidence for cross-cultural rhetoric. TESOL Quarterly, 20(2), 358-361.

Argues that Gregg does not give evidence to support her claims about the different characteristics of American prose and Chinese prose, or transfer effects on Chinese students writing in English.

Mohan, Bernard A., & Lo, Winnie Au-yeung. (1985). Academic writing and Chinese students: Transfer and developmental factors. TESOL Quarterly, 19(3), 515-534.

Challenge Kaplan's claim that organizational problems in ESL academic writing are due to cross-cultural differences in rhetoric, and posit that developmental factors may be responsible for the problems. They find that the organizational pattern of Chinese writing does not differ markedly from that of English, after examining classical texts and a few modern works on Chinese composition. Therefore they infer that language transfer is not

the cause of problems. In order to probe the developmental factors, the authors surveyed English teachers in Hong Kong and British Columbia as well as 30 Chinese students from Hong Kong who are studying in Vancouver. They conclude from their findings that the source of the differences in organization lies in the emphasis of the English language instruction to which the students are exposed.

Nelson, Marie. (1985). Teaching "writing" to ESL students: A process-based approach. WATESOL working papers, No. 2.

Presents a college-level ESL composition course that uses a "freewriting" technique and de-emphasizes rules and structures to emphasize writing strategies. The method is modeled on the teacher's own writing method, classroom experience, and writing theory.

Norment, Nathaniel, Jr. (1982). Contrastive analyses of organizational structures and cohesive elements in English, Spanish (ESL) and Chinese (ESL) students' writing in narrative and expository modes. Urbana, IL: RIE/ERIC. [ED 269 764] 33p.

Analyzes writing samples to determine the differences and similarities between the organizations of written English by Chinese-, English- and Spanish-speaking college students. Results indicate that (1) there was a distinct organizational structure in the sample of all students, (2) the organizational structure was produced across modes, (3) the frequency and percentage of use of cohesive devices were distinct for each language group, (4) all the subjects produced more sentences and used more cohesive devices when writing in the narrative than in the expository mode.

Norment, Nathaniel, Jr. (1986). Organizational structures of Chinese subjects writing in Chinese and in ESL. Journal of Chinese Language Teachers Association, 21(3), 49-72.

Reports on a study conducted of the organizational structures of 30 Chinese students' writings in both narrative and expository modes in Chinese and

English. The Milic Logical Categories were used to identify sentence types and organizational patterns in the writing samples. Results indicated strong similarities in organizational structure across languages and across modes.

Perkins, Kyle. (1983). On the use of composition scoring techniques, objective measures, and objective tests to evaluate ESL writing. TESOL Quarterly, 17(4), 651-671.

Outlines the assumptions, procedures, and consequences for the use of composition scoring techniques, objective measures, and objective tests to evaluate ESL writing ability. Discusses each technique or measure's strengths, weaknesses, and recommended uses.

Perkins, Kyle. (1984). A regression analysis of direct and indirect measures of English as a second language composition. Paper presented at the International Symposium on Language Teaching, Colchester, England. [ED 275 170] 13p.

Reports on a study on the strength of relationships between direct measures (holistic scores for free writing samples) and indirect measures (the Test of Ability to Subordinate) of attained writing proficiency in ESL. Finds substantial correlations between the two measures. Stepwise multiple regression analysis indicated that both direct and indirect measures of writing accounted for substantial variance in a direct measure variable. Offers explanations of the remaining variance in the dependent variable.

Peyton, Joy Kreeft. (1986). Literacy through written communication. Passage, 2(1), 24-29.

Argues that dialogue journals serve as conversations between teacher and student, providing a student-centered, communicative activity in which literacy skills can develop naturally, adaptable to a variety of learning situations and learner needs, and to students at all levels from beginning literacy to high proficiency, including ESL learners.

Purves, Alan C. (1986). Rhetorical communities, the international student, and basic writing. Journal

of Basic Writing, 5(1), 38-51.

Claims that the International Association for the Evaluation of Education Achievement study finds national rhetorical communities. Writing from different national rhetorical communities may vary along several continua: Personal-Impersonal, Ornamented-Plain, Abstract-Concrete, Single (point)-Multiple (points), Open-Closed, Propositional-Appositional, characterizing-narrating, and inductive-deductive. The variation may also reflect power-distance index. A teacher should be aware of the difficulties international students experience in moving from one national rhetorical community into another, and should teach them the conventions of the new community.

Raimes, Ann. (1983). Techniques in teaching writing. New York, NY: Oxford University Press.

Surveys the different approaches to teaching writing in ESL classes, before it presents techniques in planning the class, using pictures, using readings, using all language skills, teaching practical writing, using controlled writing, teaching organization, and responding to students' writing. Specific classroom activities are offered for each category of techniques.

Raimes, Ann. (1983). Anguish as a second language? Remedies for composition teachers. In A. Freeman, I. Pringle, & J. Yalden (Eds.), Learning to write: First language/second language (pp. 258-272). New York: Longman.

Argues that many ESL composition courses have stressed the rule-governed forms of the second language: grammar, syntax, and rhetorical patterns. As a result, the primary functions of composing--thinking and expressing ideas--are neglected. Offers a few remedies: giving carefully chosen assignments that include suggestions as to how to go about writing them; responding to the ideas expressed when marking papers; and providing readings that help students see exactly what is involved in writing well.

Raimes, Ann. (1985). What unskilled ESL students do as they write: A classroom study of composing.

TESOL Quarterly, 19(2), 229-258.

Reports on a classroom study of eight ESL students' composing processes, employing the think-aloud protocol method. Finds that unskilled L2 writers behave differently than unskilled L1 writers, showing a greater commitment, a lesser fear of making errors, a greater concern with getting ideas on paper, and an evidence of the act of writing serving "to generate language."

Reid, Joy. (1984). The radical outliner and the radical brainstormer: A perspective on composing processes. TESOL Quarterly, 18(3), 529-533.

Argues that there are different composing processes rather that one single process. Students in a composition class may be all along the continuum between the radical outliner and the radical brainstormer. Writing teachers should heighten students' awareness of their individual writing strategies and make the instruction of writing more flexible.

Richmond, Kent. (1985). Prose models and the ESL writing lesson. Paper presented at the 16th annual meeting of CATESOL, San Diego, CA. [ED 263 765] 11p.

Claims that the process-centered approach to writing instruction has a number of drawbacks, and prose models can overcome some of them. Properly designed models can be used to show how writers with limited English proficiency can solve a communication problem in an acceptable, idiomatic, and concise way. Exposure to a great number of models can help students increase the range of content areas, and build up an inventory of adaptable cliches.

Robb, Thomas, Ross, Steven, & Shortreed, Ian. (1986). Salience of feedback on error and its effect on EFL writing quality. TESOL Quarterly, 20(1), 83-95.

Reports on an empirical study which, involving 134 Japanese college freshmen, investigated the relative merits of indirect and direct feedback on error by contrasting four types of error treatment differing in salience of information for making revisions. Negligible differences were found among the groups

of subjects on most of the criterion measures. However, the researchers believe that the results suggest that less time-consuming methods of directing student attention to surface error may suffice.

Sanchey-Excobar, A. (1984). A contrastive study of the rhetorical patterns of English and Spanish. Dissertation Abstracts International, 45, 05A. (UM No. DA 8417036).

Finds that Spanish writers write paragraphs and sentences with more words, but that American writers tend to use more subordinate sentences and more subordinate and mixed paragraphs.

Santos, Terry. (1988). Professors' reaction to the academic writing of nonnative-speaking students. TESOL Quarterly, 22(1), 69-90.

Reports on a study on the reactions of 178 professors to two ESL compositions. Finds that content receives lower ratings than language, that professors regard errors as academically unacceptable, with lexical errors rated as the most serious, that professors in the humanities/social sciences are more lenient in their judgments, and that older professors were less irritated by errors.

Saunders, Mary Anne. (1986). The fail-safe micro research paper. WATESOL working papers, No. 3. [ED 274 202] 10p.

Recommends a "micro research paper" (about three pages long) in place of the traditional research paper to guarantee students' success in research writing. On the assignment the instructor exercises control over most of the process, creating in students an awareness of current events and controversial issues, guiding students in practicing necessary writing skills, choosing a topic, locating sources in library, making the final selection of articles, reading and analyzing articles, synthesizing information, documenting the source material, and writing the paper. The resultant papers are evaluated for content, organization, grammar, mechanics, and vocabulary, and returned for student revision, with at least an hour of individual student-instructor conference.

Scarcella, Robin. (1984).. How writers orient their readers in expository essays: A comparative study of native and non-native English writers. TESOL Quarterly, 18(4), 671-688.

Reports on a study that analyzed a total of 110 essays (30 native English and non-native English) to explore the orienting skills of native and non-native English speakers. Finds that native English writers use a variety of linguistic devices to engage their readers' attention and help their readers identify the participants, objects, and events about which they write. By contrast, non-native English writers are more limited in their ability to orient their readers.

Shabrami, Carol J. Thymian. (1988). The role of first language background and major in the development of the expository writing of Japanese and Hispanic graduate students. Dissertation Abstracts International, 49, 08. (University Microfilm Order No. DA 815046).

Reveals that while fluency does not appear to be a developmental trend, syntactic complexity and writing quality improve over time for all groups due to specific feedback, practice and extensive reading in the major field.

Shih, May. (1986). Content-based approaches to teaching academic writing. TESOL Quarterly, 20(4), 617-648.

Argues that the content-based approaches are better than the pattern-centered, functional, and process-centered approaches. The following five content-based instructional approaches are useful: topic-centered minicourses; content-based academic writing courses; content-centered ESP courses; composition or multiskill EAP courses/tutorials as adjuncts to designated university courses; and individualized help with course-related writing at times of need.

Siu, Kwai-peng. (1986). The effects of mode on syntactic and rhetorical complexity for EFL students at three grade levels. (Master's thesis). Hong Kong: Chinese University of Hong Kong. [ED 274 163] 218p.

Reports on a study on the narrative and argumentative compositions by 40 university English majors, 40 form four and 40 form six secondary students in Hong Kong. Finds that all the subjects experienced difficulty in handling the argumentative mode at the syntactic and rhetorical levels. Concludes that the EFL students at those grade levels have not been taught the rhetorical skills to write argumentations, and suggests that the useful academic skill of writing argumentative compositions be consciously taught in the classroom.

Spack, Ruth. (1984). Invention strategies and the ESL college composition student. TESOL Quarterly, 18(4), 649-670.

Discusses a variety of invention activities, provides a rationale for teaching invention in an academic writing course, and suggests in conclusion that ESL students can benefit from instruction in invention which is adapted to meet their needs.

Spack, Ruth. (1985). Literature, reading, writing, and ESL: Bridging the gaps. TESOL Quarterly, 19(4), 703-725.

Claims that the study of literature can be beneficial to ESL students, even those in technical fields, and writing about literature can be an appropriate assignment for a composition class. The article also describes a literature and composition course which demonstrates how ESL students can profit from instruction which focuses on the interrelationship of reading and writing, recommending write-before-you-read exercises, response heuristics, and literary journals.

Spack, Ruth. (1988). Initiating ESL students into the academic discourse community: How far should we go? TESOL Quarterly, 22(1), 29-51.

Argues that writing in disciplines should be taught by the teachers of those disciplines and that ESL composition teachers should concentrate on teaching general principles of inquiry and rhetoric.

Spack, Ruth, & Sadow, Catherine. (1983). Student-teacher working journals in ESL freshman

composition. TESOL Quarterly, 17(4), 575-593.

Recommends student-teacher working journal, using topics that grow out of the writing class, engaging the teacher in writing journals to the class on the same topics. Claims student-teacher working journals can help develop a group awareness around the issues relevant to ESL composition, enable students to see writing as a way to generate ideas and to share them, and also involve the teacher as participants in the writing process.

Taborek, Elizabeth, & Adamowski, Eleanor. (1984). To seal up one's mouth three times: Understanding the education and linguistic differences that confront Chinese students in ESL writing classes. TESL Talk, 15(3), 88-95.

Examines the difficulties Chinese students in Canadian universities encounter in writing English. As a result of their scant experience in creative or free writing, Chinese students find it difficult to conform to a western format of writing style. This problem has to be solved through an understanding of Chinese culture and language.

Tegey, Margery. (1985). A structured approach to teaching composition. WATESOL working papers, No. 2. [ED 267 585] 12 p.

Describes a structured approach to ESL composition instruction at the college level which presents composing and idea generation as a complex, systematic whole. It uses eight writing stages, each of which has two constantly interacting facets, thinking and writing.

Vann, Roberta J. (1981). Bridging the gap between oral and written communication in EFL. In Barry M. Kroll & Roberta J. Vann (Eds.), Exploring speaking-writing relationships: Connections and contrasts (pp. 154-167). Urbana, IL: NCTE.

Summarizes the traditions in teaching writing to EFL students, pointing out the weaknesses in those traditions. Then presents a three-level model of speaking and writing development for the EFL learner for examining the writing development in EFL in relation to oral language. Finally offers some

pedagogical suggestions.

Vann, Roberta J., Meyer, D. E.,& Lorenz, F. O. (1984). Error gravity: A study of faculty opinion of ESL errors. TESOL Quarterly, 18(3), 427-440.

Reports on a survey conducted at Iowa State University to measure how faculty respond to 12 typical ESL written errors occurring in 24 sentences. Results indicate that most of the 164 respondents found some errors were more serious than others, and their judgments generated a hierarchy of errors. It was also found that faculty responses to errors might be related to their age and academic disciplines.

Wallace, Ray. (1986). Listening and writing skills in the ESL composition class. Exercise Exchange, 32(1), 33-34.

Describes an ESL composition course that is modified into an English for academic purposes class. In addition to the emphasis on writing, it integrates the other language skills. It has four phases: discussing lecture-listening and note-taking skills; applying those skills to write a report on a selected lecture; having the lecturer comment on the report; and revising the report, following one or two conferences with the composition instructor.

Weissgerg, Robert C. (1984). Given and new: Paragraph development models from scientific English. TESOL Quarterly, 18(3), 485-500.

Reports on an analysis of sixty paragraphs from published research reports and claims that the topic development patterns of new/given information as proposed by Danes (1974) are the regular features of paragraph construction of scientific English. Offers a classroom procedure for teaching new/given information principles that consists of "analysis," "information transfer," and "extension."

Widdowson, G. H. (1983). New starts and different kinds of failure. In A. Freeman, I. Pringle, & J. Yalden (Eds.), Learning to write: First language/second language (pp. 34-47). New York: Longman.

Observes that learning to write is beset with difficulties arising from the differences between speaking and writing. The writer has to conduct a covert non-reciprocal interaction with a presumed interlocutor and record his personal participation in such a way that the reader will be able to derive a coherent discourse from it. At the same time, he has to produce a text which conforms to standards of social acceptability and which is correct and cohesive as a linguistic artifact. In all these aspects, L2 learners have different difficulties than L1 learners.

Woods, Devon. (1984). A process orientation in ESL writing. Carleton papers in applied language studies, Vol. 1. [ED 264 724] 38p.

First discusses what it means to focus on the process rather than the product, and briefly summarizes the conception of reading and writing evolving from recent research. Then it discusses how this orientation or focus translates into course objectives, and classroom activities.

Zamel, Vivian. (1983). The composing processes of advanced ESL students: Six case studies. TESOL Quarterly, 17(1), 167-187.

Reports on a case study on the expository composing processes of six advanced ESL students. Concludes that the relationship between process and quality of writing among non-native speakers are the same as that among native speakers: poor writers worry a great deal about adhering to an outline and getting vocabulary and grammar correct the first time, while good writers explore and clarify ideas first.

Zamel, Vivian. (1983). Teaching those missing links in writing. ELT Journal, 37,(1), 22-29.

Claims that the semantic and syntactic restrictions of cohesive devices are often neglected, giving the impression that they can be used interchangeably. Suggests more effective strategies for presenting those devices, including methods of teaching connections within sentences and between larger units of discourse.

Zamel, Vivian. (1983). In search of the key: Research and practice in composition. Paper presented at the 17th Annual Conference of TESOL, Toronto, Canada. [ED 275 152] 14p.

Proposes methods for teachers to involve students in the writing process and thereby better prepare them to become independent writers. Some of the activities suggested are allowing students to be creative and purposeful in their writing; initiating free-writing activities that develop skills for exploring and discovering fresh ideas; and observing students' writing process closely and noting areas of difficulty.

Zamel, Vivian. (1985). Responding to student writing. TESOL Quarterly, 19(1), 79-101.

Reports on a study of 15 teachers' responses to 105 student texts. Finds that like L1 writing teachers, ESL teachers misread student texts, are inconsistent in their reactions, make arbitrary corrections, write contradictory comments, provide vague prescriptions, impose abstract rules and standards, respond to texts as fixed and final products, and rarely make content-specific comments or offer specific strategies for revising the text. They are even more concerned with language-specific errors and problems. Suggests that teachers respond to writing as work in progress, as interested readers rather than as judges and evaluators, using more appropriate strategies.

Zamel, Vivian. (1987). Recent research on writing pedagogy. TESOL Quarterly, 21(4), 697-715.

Claims that findings from process research have not been translated into pedagogy. Points to new interest in classroom-based investigations as a way to better understand the links between writing behavior and writing pedagogy and the ways in which contextual factors influence the development of students as writers.